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The Stout Institute Bulletin

Fifteenth
Annual Catalog
1917-1918

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THE STOUT INSTITUTE BULLETIN

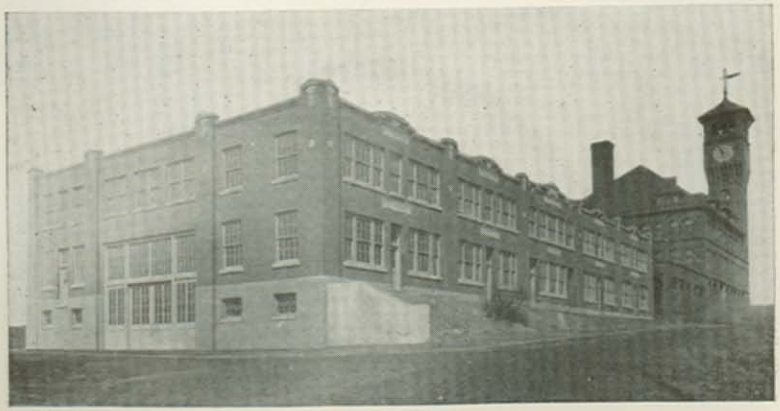
ANNOUNCEMENT
1917-1918

THE STOUT INSTITUTE BULLETIN

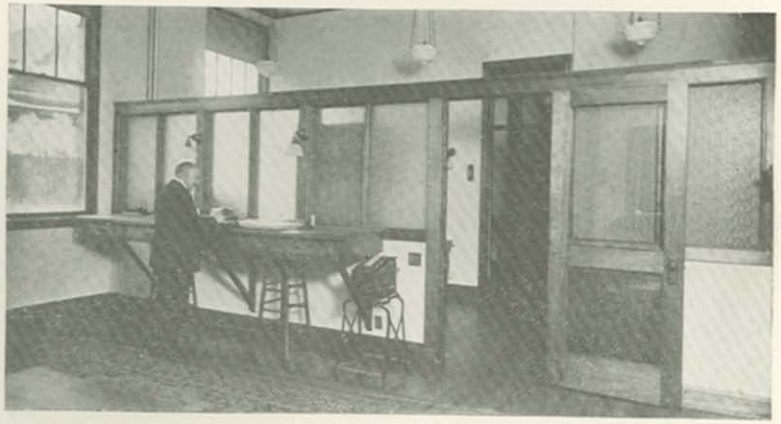
The Bulletin is issued four times during the year: March, June, September, December.

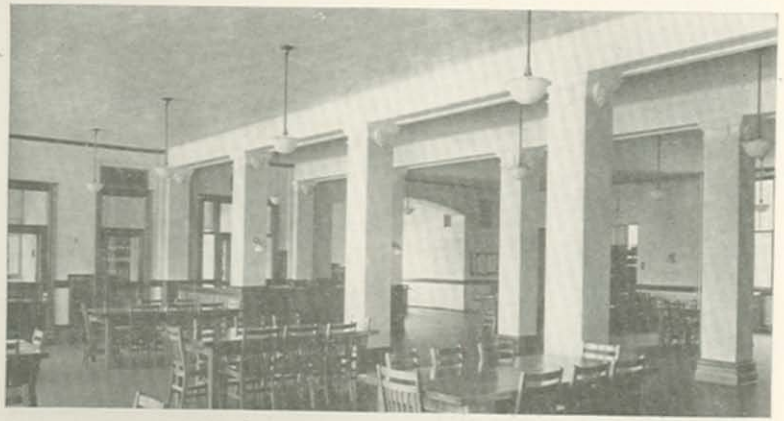
It covers the application of the principles of industrial and household arts and sciences to public school conditions and indicates how these subjects are being developed in Menomonie.

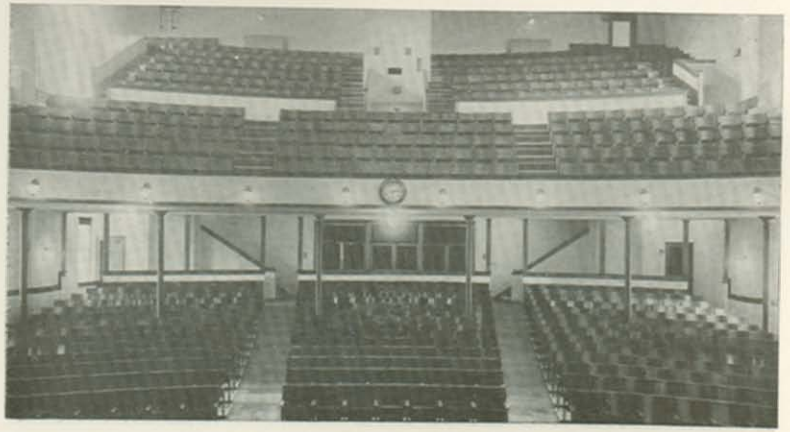
The subscription price is fifty cents per year. Sample copies will be sent upon request.



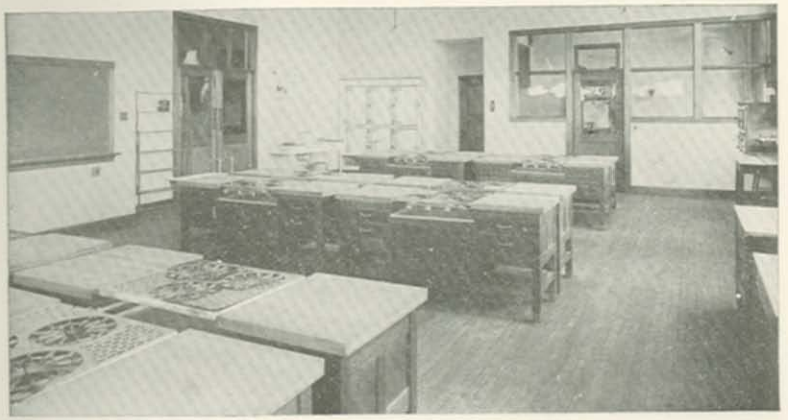
MANUAL TRAINING, HOME ECONOMICS, TRADE BUILDING

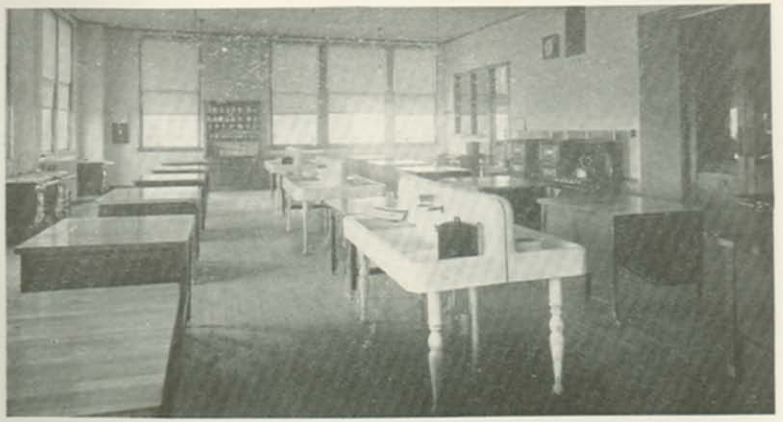




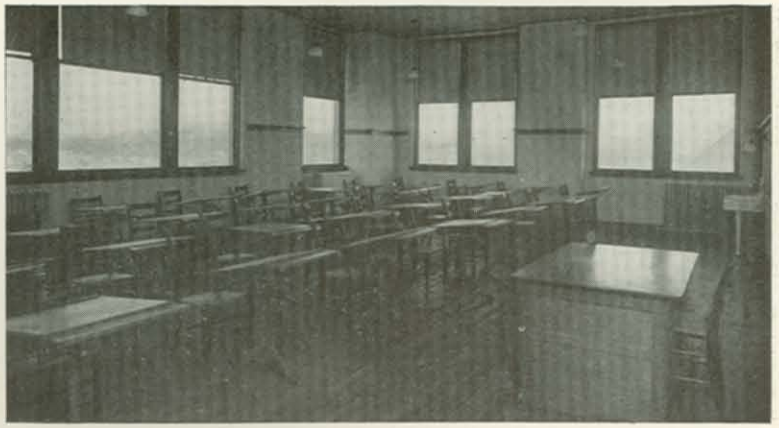


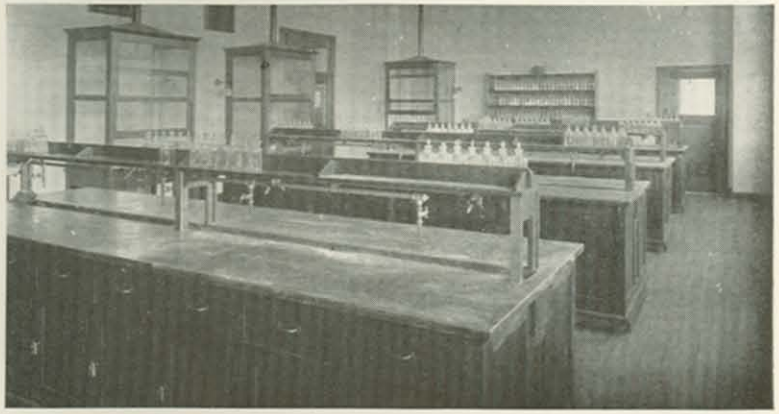
BUSINESS OFFICE, LIBRARY, AND THE STOUT AUDITORIUM





A SEWING ROOM, JUNIOR KITCHEN, SENIOR KITCHEN





DRAWING ROOM, CHEMISTRY, MICROBIOLOGY LABORATORY

Vol. XII March 1917 No. 1

THE STOUT INSTITUTE BULLETIN

GENERAL INFORMATION
AND COURSES OF STUDY FOR
THE SCHOOL YEAR
1917-1918

PUBLISHED QUARTERLY BY THE STOUT INSTITUTE
AT MENOMONIE, WISCONSIN

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CALENDAR FOR 1917-1918

Eleventh Annual Summer Session begins July 30, 1917.

Summer Session ends August 31, 1917.

Fourteenth Regular Session begins September 10, 1917.

Holiday vacation December 19, 1917, to January 2, 1918.

First Semester ends January 25, 1918.

Second Semester begins January 28, 1918.

Fourteenth Regular Session ends May 31, 1918.

ANNOUNCEMENT

FOR THE FIFTEENTH ANNUAL SESSION

OF

THE STOUT INSTITUTE

MENOMONIE, WISCONSIN

1917-1918

OFFICERS OF ADMINISTRATION

L. D. HARVEY, President of The Stout Institute

GEORGE FRED BUXTON, Director of Manual Training School

DAISY ALICE KUGEL, Director of Home Economics School

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EBBA H. NESSETH, Clerk

ZILPHA BENSEND, Clerk

FACULTY

INSTRUCTORS FOR THE SCHOOL YEAR

L. D. HARVEY, Psychology and Pedagogy

Milton College, B. A., 1872; Ph. D., 1898. High school principal, 1873-1879; city superintendent, 1880-1885; normal schools, 1885-1898; state superintendent, 1889-1902; superintendent Stout Training Schools, 1903-1908; president Stout Institute, 1908-

GEORGE FRED BUXTON, Organization of Manual Training

Pratt Institute, 1899; Teachers' College, Columbia University, bachelor's diploma in education, 1904; B. S., 1908; University of Wisconsin summer session, 1908. Teacher of manual training, Newark, New Jersey, 1899-1901; Portland, Maine, 1901-1903; Springfield, Massachusetts, 1904-1905; Ohio State University, summers, 1909, 1910; director manual training department, Stout Training Schools, 1905-1908; Stout Institute, 1908-

OTTO E. BRUNKOW, Architectural Drawing, Freehand Drawing

University of Illinois, architecture, 1911-1912; Stout Institute, 1913. Four years' practical experience in carpentry and architectural drawing; Stout Institute, 1913-

FRED L. CURRAN, Elementary Woodwork, History of Manual Training, Primary Handwork

State Normal School, Stevens Point, Wis., 1905; Stout Institute, 1908; Bradley Polytechnic Institute, summers, 1908, 1909. Teacher in public schools, 1898-1903; principal state graded schools, 1905-1907; Stout Institute, 1908-

CHAS. E. ESLINGER, Printing

Stout Institute, 1912. Four years' experience as practical printer; teacher of printing, Stout Institute, 1912-

HENRY O. GRUBERT, Wood Turning

Stout Institute, 1907. Served apprenticeship in German wood turning shops; fifteen years' experience in all grades of wood turning; six years' experience in turning hard rubber, bone, ivory, and amber; five years' experience as shop manager. Stout Institute, 1913-

H. M. HANSEN, Cabinet Making, Mill Work, Saw Filing

Fourteen years' experience in mill work and as pattern maker, carpenter, and draftsman; Stout Institute, 1912-

R. F. JARVIS, Blacksmithing, Industrial Economics

Shop work, 1905; University of Missouri, B. S., 1912. Assistant in engineering shop work, University of Missouri, 1906; instructor in manual training, Birmingham, Ala., 1907-1911; assistant in manual training, University of Missouri, 1911-1912; Stout Institute, 1912-

H. W. JIMERSON, Plumbing and Heating

Journeyman and contractor, 1884-1904; director Minneapolis School of Plumbing, 1904-1908; director plumbing trade school, Stout Institute, 1908-

GEO. S. MILLER, Physical Training and Athletics

Normal College of the North American Gymnastic Union, Indianapolis, Ind., 1912; School for Athletic Coaches, U. of Ill., 1913; Summer School of Physical Education, Harvard University, 1914. Director Physical Training and Athletics, Evansville, Ind., 1914-1917; Stout Institute, 1917-

H. C. MILNES, Machine Shop Practice, Foundry Work

Armour Institute, 1904-1906; Columbia University, summer, 1909; Chicago University, summers, 1910, 1911; four years practical work in machine trades. Teacher of manual arts, Evansville, Indiana, 1909-1916; Stout Institute, 1916-

LOUIS F. OLSON, Carpentry, General Drafting

Stout Institute, 1906; graduate work Stout Institute, 1907. Three years' practical drafting, carpentry, and contracting; teacher of forging and mechanical drawing, Stout Institute, 1907-1908; director of manual training, public schools, Madison, Wis., 1908-1911; teacher of drafting and shop work, summer session, Kansas State Manual Training Normal School, 1909; summer sessions, Stout Institute, 1907, 1910, 1911; Stout Institute, 1911-

J. E. RAY, Bricklaying, Cement Work

Williamson Trade School, 1908; Stout Institute, 1917; seven years' experience as journeyman bricklayer and foreman in various parts of the United States; Stout Institute, 1914-

ROBERT H. RODGERS, Supervision of Practice Teaching, Methods of Teaching Manual Training

Oregon Agricultural College, B. S. in Mechanical Engineering, 1909; Teachers' College, Columbia University, B. S. and bachelor's diploma in supervision of industrial education, 1913; graduate study, Teachers' College, 1913-1914; patternmaker, Portland, Oregon, 1898-1905; instructor in woodwork, turning and pattern making, Oregon Agricultural College, 1909-1912; instructor in mechanical drawing St. George Evening Trade School, New York City, 1912-1913; director of Home Thrift Association shops, New York City, 1913-1914; Stout Institute, 1914-

JOHN O. STEENDAHL, Mechanical Drawing

Stout Instittue, 1905. Director manual training, La Junta, Colorado, 1905-1906; The Academy of Idaho, Pocatello, Idaho, 1906-1910; head of drafting department, Portland School of Trades, Portland, Oregon, 1910-1912; Stout Institute, 1912-

DAISY ALICE KUGEL, Organization of Home Economics

University of Michigan, A. B., 1900; Columbia University, B. S. and diploma Teachers' College, 1908. Teacher in public schools, 1902-1906; teacher of domestic science, Chautauqua, N. Y., summer, 1911; director of department of Home Economics, Stout Institute, 1909-

MARGARET BAKER, Cookery

Iowa State College, B. S., 1910; Iowa State Teachers' College, summer, 1905; Teachers' College, Columbia University, summer, 1913; dietitian, Iowa Methodist Hospital, Des Moines, 1910-1912; St. Joseph's Hospital, Chicago, 1912; Teacher of Home Economics, Rockhill City, Iowa, 1913; Dunn County Agricultural School, Menomonie, Wis., 1913-1915; Stout Institute, 1915-

BERTHA BISBEY, Dietetics

Kansas State Normal, 1893-1894; University of Chicago, summer session, 1908; Stout Institute, 1910-1912; summer session Teachers' College, 1915. Teacher in public schools, Alma, Kan., 1900-1903; Manhattan, Kan., 1903-1908; teacher of mathematics, Kansas State Agricultural College, Manhattan, Kan., 1908, 1909; Stout Institute, 1912-

CLARA LOUISE BOUGHTON, Advanced Cookery, Food Study

State Normal School, Milwaukee, 1890-1893; Stout Institute, 1909-1910. Teacher in public schools, Manitowoc, 1893-1909; director domestic science, Racine, 1910-1911; Stout Institute, 1911-

ELIZABETH BOWEN, Junior Sewing

Iowa State Normal School, 1898; The Stout Institute, 1916. Teacher in public schools, Dubuque, Iowa, 1900-1911; The Stout Institute, 1916-

GRACE M. DOW, Institutional Management

St. Paul Teachers' Training School, 1897; University of Minnesota, summer session, 1910; Stout Institute, 1911. Teacher in public schools, St. Paul, 1897-1908; Stout Institute, 1911-

ELEANOR M. DUNN, Food Study, Senior Cookery

Whitewater Normal School, 1906; Milton College, 1908-1909; Stout Institute, 1913. High school instructor, 1906-1908, 1909-1911; director of household arts, State Normal School, Warrensburg, Mo., 1913-1914; Stout Institute, 1914-

GLADYS T. HARVEY, Interior Decoration

University of Wisconsin, 1905-1906; Art Institute of Chicago, 1906-1908; Stout Institute, summer sessions, 1908, 1911, 1912; Handicraft School of Design and Normal Art, Minneapolis, 1910-1912; Stout Institute, 1913-

BESSIE F. HOLMAN, Dressmaking, Supervision of Practice Teaching

Earlham College, Richmond, Indiana, 1906-1907; Teachers' College, Columbia University, Diploma Domestic Art, 1909; Teachers' College, Columbia University, B. S., 1912. Teacher Household Arts Georgia Normal and Industrial College, Milledgeville, Georgia, 1909-1911; Assistant in Household Arts, Summer Session, Teachers' College, Columbia University, 1912; teacher of Household Arts, State Normal School, Buffalo, New York, 1912-1916; The Stout Institute, 1916-

ALMA KRUEGER, Physical Training

Normal College, North American Gymnastic Union, Indianapolis, Ind., 1911; director of playground work Minneapolis, summers, 1912-1913; Stout Institute, 1911-

MABEL H. LEEDOM, Chemistry

City Normal School, Dayton, Ohio, 1894; Stout Institute, 1910; Columbia University, summer session, 1913. Teacher in public schools, Dayton, Ohio, 1895-1905; Stout Institute, 1910-

MARY M. McCALMONT, Chemistry

West Minster College, New Wilmington, Pa.; graduate student, University of Omaha, Neb., 1911; University of Wisconsin, 1911-1912. Teacher in public schools, 1906-1907; principal of high school and supervisor of music, Woodville, Ohio, 1907-1909; city schools, Omaha, Neb., 1909-1911; Stout Institute, 1912-

ELLA G. McCAULEY, Millinery, Art Needlework

Student Stout Institute, summer session, 1911, regular session, 1911-1912. Ten years' experience as designer and trimmer in wholesale millinery establishments; instructor in millinery, Stout Institute, 1911-

MARY I. McFADDEN, Psychology

State Normal School, Oshkosh, 1897; University of Wisconsin, Ph. B., 1900; A. M., 1907; University of Chicago, Ph. M., 1901; Teachers' College, Columbia University, January, 1908-June, 1908. Teacher, Grand Rapids high school, 1891-1892; principal, Menomonee Falls high school, 1892-1893; assistant principal, Oconto high school, 1893-1895; associate supervisor of practice, Oshkosh Normal School, 1901-1906; acting assistant professor of education, University of Kansas, one semester, 1906-1908; principal, Muskegon City Normal School, 1909-1910; supervisor of practice, teacher of pedagogy and music, Sauk County Training School, 1911-1912; Stout Institute, 1912-

MARY BURT MESSER, Home and Social Economics

Vassar College, 1901-1902. Teacher in McKinley High School, Washington, D. C., 1902, 1903. Head of English department, Washington College, 1907-1910. Social worker in Association for Improving the Condition of the Poor, New York, 1911, 1912. Investigator of charitable institutions for Charity Organization Society, New York, 1912-1915. The Stout Institute, 1916-

THOMAS R. MOYLE, Chemistry

Lawrence College, B. S., 1899; M. A., 1912; Chicago University, 1909-1910. Teacher, Mauston, Wis., high school, 1899-1901; Sparta, Wis., high school, 1901-1903; Appleton high school, 1905-1909; Menomonie high school, 1910-1911; Stout Institute, 1911-

MARY L. NILES, Freehand Drawing and Design

Chicago Art Institute, 1902; student, Minneapolis Handicraft Guild, 1908, and summers, 1907, 1908, 1909-1910, 1911; student Prang summer school, Chicago, 1912; private student under John H. Vanderpool and Charles Francis Brown, 1901. Teacher of private art classes, 1892-1909; teacher of clay modeling and pottery, Stout Institute, summer sessions, 1909-1913; Stout Institute, 1913-

LILA MORRIS O'NEALE, Dressmaking and Costume Design

State Normal San Jose, Diploma 1908, Stanford University, A. B. 1916; Teachers' College, Columbia University, B. S. and diploma in Household Arts Education, 1916. Teacher in Manual Training, Public Schools, Oakland, Cal., 1911-1912, Teacher of Domestic Art, San Jose Normal School, 1913-1915, Teacher of Domestic Art, University of California, summer session, 1913, 1914, 1915; The Stout Institute, 1916-

RUTH MARY PHILLIPS, English

University of Wisconsin, B. A., 1904; graduate work, University of Wisconsin, 1905, and one semester, 1909. Teacher in high school, Lodi, Wisconsin, 1904-1905; teacher in high school, Black River Falls, Wisconsin, 1906-1910; Stout Institute, 1910-

RUTH VIRGINIA SIMPSON, Junior Cookery

Illinois State Normal University, 1909-1910; summer sessions, 1906-1907, 1908-1909; Teachers' College, Columbia University, 1911-1912. Teacher in public schools, LeRoy, Illinois, 1905, 1908; teacher of domestic science, high school, LeRoy, Illinois, 1910-1911; high school, Lead, South Dakota, 1912-1913; Stout Institute, 1913-

FRANCES B. SKINNER, Cooking and Food Study

George Washington University, 1910-1911; Departmental Certificate Teachers' College, Columbia University, 1914; B. S. and Diploma in Supervision of Household Arts, Teachers' College, Columbia University, 1916. Teacher of Household Arts, Public Schools, Washington, D. C., 1915; The Stout Institute, 1916-

CLARA G. TURNER, Household Management

Normal School, Fredericton, N. B., 1902; Mt. Allison Ladies' College, N. B., 1906; Teachers' College, Columbia University, B. S., 1912. Teacher in public schools, New Brunswick, 1903-1904; teacher of domestic science, consolidated schools, New Brunswick, 1906-1911; Stout Institute, 1912-

LOUISE WILLIAMS, Microbiology, Physiology and Hygiene

McGill University, 1907; B. A. and diploma from McGill Normal School. Columbia University, M. A., 1911, and master's diploma in teaching of biological science, Teachers' College, 1911. Teacher of classics and science, Dunham College, Quebec, 1907-1909; Stout Institute, 1911-

GENERAL INFORMATION

LENGTH OF COURSES

Courses leading to the diploma granted by each of the training schools for teachers require two years' work. No diploma is issued to any person who has not been a student in residence for at least one year. Upon the completion of one of these courses,—Manual Training or Home Economics,—a diploma is issued, which by statute, is made the basis for the issuance of a life certificate, after two years' successful teaching in Wisconsin.

This certificate legally qualifies the holder to teach the subjects in which training has been taken, in the public schools of the state. The certificate is issued by the Wisconsin State Board of Examiners and is accepted in most of the other states.

QUALIFICATIONS FOR ADMISSION

Graduation from a four years' high school course, or equivalent preparation, is required for admission to each of the training courses. The candidate must be at least eighteen years of age, and must be possessed of good health and physical energy, of refinement and good character. Testimonials of good character are required.

Students who have had normal or collegiate training are given credit for such of the required work in the Institute courses as they have satisfactorily mastered. Successful experience in teaching before entering Stout Institute, in most cases, reduces the amount of practice teaching required of the student.

ADVANCE ENROLLMENT

Persons who wish to enter the Institute should make application in advance for an enrollment blank, which should be filled out and forwarded to the school with two certificates of good character. A physician's certificate of good health and physical ability to carry on full work in the Institute, must be presented by each student when first entering the school.

THE DEMAND FOR GRADUATES

The demand for graduates of Stout Institute as teachers of manual training and home economics and in continuation schools is steadily increasing year by year. Graduates have taught or are teaching in every state in the Union, except three, in Canada, and in Porto Rico.

The number of schools in which manual training and domestic art and science are being taught is rapidly increasing

and the demand for well-trained teachers of these subjects is greater than ever before.

The officers of the Institute are glad to recommend teachers to school officials who are seeking competent teachers of manual training, industrial arts, and domestic art and science. In making recommendations every effort is made to name candidates who by training, temperament, personality, and experience are adapted to the demands of the position to be filled. The more complete and definite the information furnished as to the kind and amount of work required, and the salary to be paid, the better they are prepared to select the person most likely to give satisfactory service. They prefer to make no recommendation unless they feel confident that they can name a candidate who will succeed.

While the officers of the Institute never guarantee positions to students upon graduation, they do everything in their power to assist graduates to positions they are qualified to fill.

THE SUMMER SESSION

Stout Institute summer sessions offer exceptional opportunities for supervisors or special teachers of manual training, domestic art and science, or physical training, to advance themselves along their special lines, either in technique or along the professional side. Superintendents and principals are finding in these summer sessions an opportunity for learning something of the content and method of school handwork. Grade teachers are perfecting themselves in special subjects through summer courses. Provision is made for outings and games so that a vacation may be combined with a summer course of study. The December (1916) number of the Bulletin gives full information concerning the courses to be offered in the summer session of 1917.

WORK GROWING OUT OF WAR CONDITIONS

For the year 1917-1918, all students in the Home Economics department will be given instruction and practice in Red Cross work. All students in the Manual Arts department will be given instruction in military science and practice in military drill.

SCHOOL EXPENSES

Tuition is one hundred dollars per year, one-half payable at the beginning of each semester. A fee of twenty dollars per year is charged to cover the cost of materials used by students in the manual training department. Students taking work in any courses not required for graduation, are charged an additional fee to cover actual cost of material used in such courses.

A gymnasium fee of one dollar, payable at the opening of the school year, is required of each student enrolled.

Board and room can be obtained at prices ranging from five to six dollars per week in private families.

LABORATORY FEES

In the home economics courses fees are charged for laboratory work. The fees for the regular work are as follows:

General Chemistry	$5.00
Food and Household Chemistry	5.00
Bacteriology	5.00
Chemistry of Nutrition	5.00
Junior Cookery (per semester)	4.00
Advanced Cookery (per semester)	4.00
Dietetics	2.00
Model and Plain Sewing (per semester)	1.00
Drawing and Design	1.00
Institutional Management	1.00
Dressmaking (per semester)	1.00
Millinery (per semester)	2.00
Interior Decoration	1.00

In addition to the laboratory fee, students are expected to pay for any breakage which may occur.

LIBRARY AND READING ROOM FEES

A fee of five dollars, payable at the opening of the school year, is required of each student.

All necessary text books are furnished from the loan text book library for the school year without any extra charge to students. The reference library is supplied with standard reference books needed to supplement text books in different subjects and with educational and technical periodicals adapted to the needs of the students.

REFUNDS

Students who are compelled to withdraw from the Institute by reason of illness, not due to poor physical condition or ill health existing before entering, are entitled to a refund of tuition from the date when notice is received of such withdrawal, to the end of the semester.

Students boarding in the dormitories are also entitled to a refund of whatever amount has been advanced for board beyond the date when notice is received of withdrawal. Refund for advance payment of room rent in the dormitories is allowed from the date when the room is again rented, and effort is made to secure an occupant at the earliest date possible. As books and supplies for which fees are charged have to be bought in advance in quantities necessary to supply the entire enrollment, no refund of fees is made in any case.

UNIFORMS

Young women attending the Institute are required to wear uniforms during the daily sessions. Men are required to wear white overalls and jumpers in the woodworking shops and

brown overalls and working shirts in the metal working shops.

A gymnasium suit is required of each student taking physical training. This work is optional for students in the home economics department. It is required for all juniors in the manual training department.

Circulars of information regarding uniforms and gymnasium suits for women will be sent to all enrolled students.

DORMITORIES

Bertha Tainter Hall accommodates about thirty young ladies. The hall is furnished with all modern conveniences, the rooms are electric lighted, and heated both by direct and indirect radiation, thus assuring ample heat and good ventilation.

Tainter Annex accommodates sixty-six young ladies and is situated on the same grounds with Bertha Tainter Hall. It is thoroughly suited to the purposes for which it is planned. The rooms are all arranged in suites of study and sleeping rooms, each suite for two students.

The charge for room for the school year for each student is sixty to eighty dollars, according to the size and location of the room. The charge for meals and a definite amount of laundry work for each student rooming in the halls is four dollars and fifty cents per week. A list of the different articles laundered weekly without additional charge is furnished each student.

The Institute authorities reserve the right to increase the price of table board a reasonable amount if advancing prices make it necessary.

Rooms in the dormitories will be available Saturday, September 8, 1917. Meals will be served beginning Sunday, September 9, 1917.

SCHOOL YEAR

The school year is thirty-six weeks in length, beginning September 10, 1917, and ending May 31, 1918. Students should arrange to enter at the beginning of the school year if possible. When this is not possible students may enter at the beginning of the second semester.

The summer session is five weeks in length, beginning July 30, 1917, and ending August 31, 1917.

Address all correspondence regarding courses of study or general work of the institute to

L. D. HARVEY,
President The Stout Institute,
Menomonie, Wisconsin.

MANUAL ARTS COURSES

COURSES OF STUDY FOR 1917-1918

The Manual Training Department offers courses for teachers of Manual Training and vocational subjects in public schools. These courses are two years in length.

The work in the junior year covers elementary courses in many fields of shop work and drawing, and also courses in psychology and pedagogy, English, industrial studies, and industrial economics.

Courses are given in the building trades, covering architectural drawing, carpentry, plumbing, bricklaying, and cement work. Courses are given in the machine trades, covering machine drawing, machine shop practice, foundry practice, and forging. Courses are given in general wood working lines, covering advanced mechanical drawing, cabinet making, case construction, mill work, wood turning, and wood finishing. Courses are given for teachers in elementary schools, covering grade wood work, elementary industrial arts, and printing. Students are given an opportunity to elect work in two of the four above named groups.

PSYCHOLOGY AND PEDAGOGY

This work is taken at the beginning of the junior year and is limited to a consideration of principles, fundamental in character, and to the application of these principles in the actual work of teaching. Time does not permit the study of psychology as a cultural subject. The students who have so studied it, but have not given consideration to the application of its fundamental principles in teaching, will need to take the prescribed course.

ORGANIZATION OF MANUAL TRAINING

This course is planned to cover problems in the organization of manual training in the public schools. It covers the theory of education and its application to manual training, the place of manual training in a school system, the qualifications and opportunities of the special teacher, problems in administration and supervision of a special department, a study of the subject matter of manual training courses and details of equipment and costs of maintenance.

TEACHING OF MANUAL TRAINING

The purpose of this course at the beginning of the senior year is to bring about a definite realization of the principles of the teaching process. Lectures, discussions, assigned readings, observations and reports are utilized to this end. All applications are very largely made to concrete examples in the field of manual training. Special emphasis is placed upon the preparation of lesson plans and shop management in all the different lines of work.

PRACTICE TEACHING AND OBSERVATION

As a requirement for graduation, every student must have twenty-seven weeks of practice teaching. Proof of successful teaching experience may at the discretion of the head of the department reduce this requirement.

The practice teaching schedule is arranged in periods of nine weeks' duration, thus permitting students to gain experience in three different lines of work if it is so desired. All practice work is in connection with the public school system and ranges from the first grade handwork to the fourth year high school shop courses.

INDUSTRIAL STUDIES

The emphasis in this course is placed upon the historical development of industrial education, studies of specific type of schools, their purpose and organization, and the vocational guidance movement. Lectures, assigned readings, individual reports and assignments are utilized to these ends.

INDUSTRIAL ECONOMICS

Present day problems of an industrial nature are taken up and discussed in regard to their relations to social conditions. Questions such as the differentiation of labor, trade unions in relation to trade schools, responsibility of the state in regard to factory conditions and schools within the factory are some of the problems. Emphasis is placed upon the study of industria conditions which are creating the demand for vocational training in the schools.

ENGLISH

Presentation of such phases of composition work as will give the student a command, both in speaking and writing, of simple, correct and clean-cut English, is the aim of this course. The special topics considered vary with the needs of particular classes. In general these topics may be designated as: grammatical forms; sentence structure; choice of words; social and business correspondence; the preparation and organization of literary material. The work is closely correlated with that in other departments and is based on long and short themes, talks, discussions, and papers presented by members of the classes.

ELEMENTARY MECHANICAL DRAWING

In this course an attempt is made to employ certain of the principles of motion study that have been worked out and

found successful in other lines. The actual work undertaken consists of drill in correct movements, procedure and operations pertaining to the fundamentals of the subject. The theory of motion study as applied to mechanical drawing is taken up in class talks, together with a brief discussion of such tools, supplies, and equipment as are used in this class.

MACHINE DRAFTING

The purpose of this course is to teach the reading and making of working drawings of machines. The first experience is gained in the making of free-hand sketches of selected castings and simple machine parts, fully dimensioned. These sketches are made in orthographic projection, in perspective, and isometric. Special thought is placed on the selection of the proper views, the location of views, and the use of conventions. Working drawings are then made from the checked sketches, stress being placed on the proper methods of drawing, using of instruments, time element, and the professional aspects.

ARCHITECTURAL DRAFTING

Commencing with very simple architectural details the work develops into a study and sketching of all construction involved in the moderate priced frame house. Problems are given in lettering, molding design, shades and shadows. Following the elementary work a moderate priced house is planned for a designated lot. All necessary drawings and details are executed and traced. Specifications are drawn up for the problem and the price is estimated. Interior and exterior design are studied as they become involved. Modern office practice and methods are used throughout the course.

ELEMENTARY MANUAL TRAINING

Students are prepared to teach or supervise primary handwork in such a way that they in turn can give in the first four grades a kind of work which actually prepares the children for the more formidable manual training in the grammar grades. Many suggestions are given as to methods of teaching children, how best to interest them and get in touch with child nature.

Elementary woodwork includes such tool processes and construction work as may be given to public school classes in the fifth, sixth and seventh grades. A course of models and exercises suitable for these grades is made. In connection with the working out of these problems the students make a thorough study of methods of teaching, courses of study, and equipments necessary or desirable. Students also begin to solve some of the problems of teaching by preparing and presenting lessons or demonstrating tool processes as they would be given to a public school class.

JOINERY AND SAW FILING

The work in joinery aims to give the student thorough practice, a good knowledge of the use of the common bench tools and familiarity with the different parts of each tool and its proper care. The different woods and materials which are used in the course are discussed, and demonstrations are given in the making of joints. An attempt is made to present work which will lead up to the trades of carpentry, cabinet making and pattern-making.

This course gives a study of different kinds of work which saws perform in different kinds of wood and the shapes of saws and of their teeth necessary to meet these demands. It gives practice in laying out the proper shapes of saw teeth for their respective lines of work; fitting a saw, or putting it into proper condition, and keeping the teeth properly shaped and spaced in successive fitting.

PATTERN MAKING

The patternmaking courses take up the technical details of the trade in a simple way. The student makes a number of exercises embracing the fundamentals so that he may be prepared to teach them to high school or continuation school students. The actual work consists of bench and machine woodwork and woodturning. Instruction and demonstrations cover the use of machines, and hand tools, applications of patternmaking principles, methods of construction, methods of turning, and methods of finishing the exercises. Advanced or individual problems are assigned as soon as the student develops special ability.

CARPENTRY

The aim of this course is primarily to teach the fundamental tool processes of carpentry and the elements of frame building construction. These tool processes are arranged in a graded series of models or exercises, designed so as to afford an opportunity for the development of skill in tool manipulation and familiarity with common materials of carpentry and their uses. Following the mastery of the fundamentals the work of the course consists of the actual construction of a house or cottage, either on a permanent site or in the shop.

The points of emphasis are: a training in the use and care of carpentry tools; such work as will permit of a sequential order in the different stages; and the acquisition of a body of information related to the work of the carpenter. This includes the listing and grading of lumber, figuring quantities and costs, the selection of proper grades for different purposes, and some of the simple mathematical calculations involved in laying out various members of construction in frame buildings.

MILL WORK

This course is provided for the purpose of instruction in the use, and care of woodworking mill tools and machinery, and especially for methods of precaution against accidents in operating. The informational side is covered by talks, demonstrations, individual instructions and corrections that have a direct bearing on the work being done.

CABINET MAKING

The work is divided into two rather distinct parts: First, the problems adaptable to the upper grades or first and second year high school student which require only the regular wood working tools and equipment. This study involves a consideration of the various forms of box construction and the typical joints used in the smaller pieces of furniture. Second, problems that involve the use of power machinery and which aim to give experience that is typical of good commercial practice.

WOOD TURNING

Students are introduced to the use of power machinery and are required to take proper care of lathes and tools. After getting a brief acquaintance with the problems of elementary wood turning, students master some of the difficulties of more advanced turning.

A series of exercise pieces is made in soft wood, bringing in the turning between centers of cylinders and cones, grooves, beads, and reverse curves. This is followed by face plate and chuck work. Hardwood applications of turning exercises include tool handles, mallets, rings, and larger problems.

WOOD FINISHING

The work offered in wood finishing covers in part the making of a series of panels of different widths. The surfaces are planed, scraped, sanded, stained, filled, and polished, showing the method and value of different types of finish. In addition to this, students are given practical work in interior finishing, and the finishing of furniture. Lectures are also given covering the following: preparation of the wood; planing, scraping, and sanding; stains and staining; fuming; fillers and their composition and use; wax and its character, preparation, and different uses; polishing, use of curled hair, use of steel wool.

FORGING

In all the problems from the most elementary ones through tool and art smithing, there is a definite relation existing between each. Each one depends upon the one before for certween each and the one following. Each one depends upon the one before for certain information, and at the same time offers certain new information to the student. The acquiring of skill

in the manipulation of iron and steel and the handling of tools is necessary but the ability to teach others the same things is equally as important to the manual training teacher. Time is given to the development of methods of teaching, forging, planning of courses, the relationship of problems in regard to tool processes and applications.

FOUNDRY PRACTICE

The aim of this course is to train the student so that he will be able to handle the foundry work that is ordinarily given in a high school. The making of typical molds is taught, and cupola practice is given a large amount of time. A large assortment of patterns is available for use so that at no time need the work become monotonous.

The castings made are generally of practical use. Castings of the exercises for use in the machine shop are made in large numbers, and for parts of machines and repairs.

The theoretical work is covered by short talks each period, the subjects following as closely as possible the work being done.

MACHINE SHOP PRACTICE

The exercises for the elementary work are selected to embody the fundamental principles incident to the machines. For the advanced work the exercises made are selected with the idea of being typical of certain processes. In some cases the original exercises are designed and the tools necessary for the construction of the exercise by a class are designed and built.

CEMENT WORK

Aims of the course are to teach the fundamental principles involved in concrete construction, to make a set of projects involving the knowledge of a variety of ways of making and finishing concrete, to develop skill and accuracy in the handling of materials, to teach the use and proper care of the necessary tools and to show the methods of presenting the subject matter to others. The course is especially adapted for work in agricultural schools.

BRICKLAYING

Elementary bricklaying is designed to cover problems of actual construction suitable for manual training or vocational schools. Students capable of doing the advanced work are given more difficult details of construction and work upon larger problems. After the necessary details are made with proper standards of execution, original designs may be built by students who are capable. Suggestions are given during the course regarding the handling of bricklaying in schools, the place for shop talks, applied mathematics and design. References are read and reports required on the same. From time to time discussions of practical problems are taken up.

PLUMBING

Teachers of manual training are given an acquaintance with some of the plumbers' problems in order that a better idea may be had of general industrial conditions and better provision made to meet these conditions in manual training courses. The work is largely practical shop work with sufficient time given to the theoretical side to make the reason for each step perfectly clear. The school is well equipped for practical instruction in plumbing, the shop being thirty-two by eighty feet in size and having a twenty-foot ceiling. A skeleton house contains two stories and basement for the practice of installing typical fixtures under pressure.

PRINTING

The work of this course consists of study, observation, and practice in the various processes in the print shop with a view of forming the proper habits of work and securing an appreciation of standards of printed product. The weekly paper, Stoutonia, published by the students, is printed by the classes in printing. The mechanical work is divided among student foremen who are responsible for the various parts of the work.

The professional part of the course includes a study of equipment and supplies for various school needs, and the kinds of courses which may be offered in the different curricula. The correlation between printing and other academic subjects of public school work is illustrated during the progress of the courses.

PHYSICAL TRAINING

Regular work in the gymnasium and natatorium is offered throughout the manual training course. Four periods each week are given to exercises, games, swimming, and normal gymnastics. The athletic association is given charge of athletic activities, and manages basketball, baseball, and football teams, under the direction of the Stout athletic coach.

HOUSEHOLD ARTS COURSES

ORGANIZATION OF HOME ECONOMICS

This course is intended for teachers and prospective teachers of Home Economics who have considerable knowledge of subject matter but who desire suggestions for adapting and organizing this material for public school classes. The planning of the course of study, the planning of equipment, and the discussion of methods peculiar to this line of work are the groups into which the course naturally subdivides. Much consideration is given to the planning of courses of study, taking up first the aims to be considered, then factors involved are discussed for a variety of conditions—rural schools, county normal, continuation, settlement, Y. W. C. A. classes, as well as trade, high school classes and graded schools.

The equipment of the Home Economics department is carefully considered with reference to location, furnishing, dimensions, arrangements and plans of rooms; the selection and cost of furnishings. The methods of teaching are studied with reference to the preparation for the lesson, preparation of materials and equipment, presentation of lessons, class and laboratory management. The special teacher is considered from the point of view of her training, personality, relations with other teachers and with other people in the community, attitude toward principals and superintendent, her supervision and conduct of teachers' classes.

FOOD STUDY

This subject comprises a complete and systematic study of foods. It deals with these foods as to their source, general methods of production, market forms, and costs, and with chemical composition as related to fuel value, digestibility, principles of cookery, methods of preparation and combination with other foods for general and special uses. Foods are thus studied as to their individual characteristics and also in relation to other foods in the diet. It is the purpose of the work to give the student such information regarding foods as will form a basis for intelligent selection, preparation and combinations both in succeeding school work and also in practical home life.

Much work is done in this course from a professional standpoint. Not only are facts taught and observations made but a careful consideration is made of the place this subject should take in public school work, how it can be correlated with other subjects, and what the essentials are in case of

necessary omission. Sources of information and of illustrative material are discussed.

PHYSIOLOGY AND HYGIENE

This course is planned for the purpose of teaching (a) the structure and function of the body, organs, and tissues, (b) personal hygiene and individual health, (c) public hygiene and general health, (d) physiology and hygiene in relation to the school child. A text book is used, supplemented by reference work.

The subject of sex physiology and hygiene is given in a series of lectures by the instructor. Organization and presentation of subject matter and vital present-day school problems of hygiene are discussed.

DIETETICS

The purpose of this course is to present the fundamental principles of human nutrition and their application to the feeding of individuals, families and larger groups under varying physiological, economic, and social conditions. The course aims to relate and apply the principles given in the study of foods and their preparation, in physiology and in chemistry of nutrition. It includes recitation and laboratory work and is designed to be used as a basis for practical work in dietetics as well as for organizing and teaching the subject in high school.

Sherman's "Chemistry of Food and Nutrition" is used as a text for much of this work, but it is supplemented by reference reading. In the laboratory work, a study is made of the fuel value of foods. The importance of infant feeding and the principles underlying it are fully discussed. Different methods for the modification of milk are taught and practice in preparation is given.

ELEMENTARY COOKERY I

This first course in cookery is based upon a study of food principles. The composition and nutritive value of food materials and the processes of cookery best adapted to each class of foods are discussed and each principle is illustrated by the preparation of simple dishes and combinations of foods. The practical work is designed to acquaint the student with all the fundamental processes of cookery and the most attractive ways of serving. It is planned to secure a thorough understanding of the theory and method involved in the cookery of the more essential foods rather than to cover the whole field of cookery.

ELEMENTARY COOKERY II

The second course in Elementary Cookery, a continuation of course I, provides instruction and practice of an advanced character and a wider application of the principles studied in

the first course. It includes a further study of manipulation and cookery of carbohydrates, protein foods and fats, particularly in combination. Among the subjects emphasized are: the choice and arrangement of appropriate garnishes, correct methods of service, comparison of recipes, substitution and variations; economical use of leftovers; adaptation of lessons to public school work, planning of simple and inexpensive meals to meet the requirements of a standard dietary, and preparation and serving of a number of these meals.

ADVANCED COOKERY

The work is arranged in three sequences. The first consists of the preservation of fruits and vegetables and has as its aim the production of large quantities for the school dormitory, as well as the acquisition of knowledge of and skill in the processes and theory involved in canning, and jelly making. The second division is the planning, preparation and serving of meals and to it is given the most time and the chief emphasis. Short series of lessons on foods suitable for breakfasts, luncheons, suppers, dinners, are followed by the planning and serving of a meal by a group of two, three or four students. Throughout this sequence, lessons are given to review the fundamental theory and processes of manipulation by a unique plan of class work. Students are required to be prepared to demonstrate any part or all of the processes involved in the same; in other words, to take charge of the class for such part of the problems of the day and to give such directions and explanations for the lesson as the instructor may desire.

The third group of lessons aims to give students a knowledge of some of the more elaborate processes of cookery and of the more expensive and unusual food materials and dishes. More attention is given to the formal meal and to formal service than in the other series. It is intended especially to meet the needs of teachers of fancy cookery in women's clubs or housekeepers' classes where the chief emphasis may be the new, novel, and interesting dish.

HOUSEHOLD MANAGEMENT

This course is designed to acquaint the student with a scientific and working knowledge of the problems involved in the administration of household affairs. The business management of the home is first presented. This comprises lectures, class discussions on the family budget and the correct division of the income. Household sanitation is studied in its relation to location, site, drainage, water supply and the mechanical appliances of the home including those connected with plumbing, heating, lighting, and ventilation. The house plan, the structural features, and the finishing and furnishing

of the house are taken up as to their effect upon efficient household management.

To supplement this theoretical work students are expected to spend two or more weeks in the house used for practical work by the Household Management classes. There an opportunity is afforded to study the family budget, to keep household accounts and to pay bills as well as to organize, plan, and really perform the various duties of the house. Attention is paid to the wise choice of mechanical and labor saving devices and of cleaning agents and to their effect as shown by results.

INSTITUTIONAL MANAGEMENT

The purpose of the course is to acquaint women interested in the housekeeping activities of public institutions, dormitories, lunch rooms and hospitals, with the fundamental principles and correct practices involved in the management of such institutions, so as to obtain the best results, within the sphere of the organization, for the groups of individuals concerned. The practical side of the course includes the purchasing and examining of food stuffs; testing different brands of foods; planning weekly menus for school lunch rooms, hospitals and dormitories; visits to local institutions; examination of different types of furnishings and equipment.

HOME NURSING

The course in home nursing aims to give a practical knowledge for the general care of cases of illness in the home which do not demand professional nursing skill, and of accidents and emergencies which may occur in the home, school room, or elsewhere. Theory is supplemented by practical work wherever possible. Work is given in the choosing of a series of lessons suitable for various classes of pupils such as public school classes and continuation school classes. A text book is used, supplemented by reference work.

MODEL AND PLAIN SEWING

In the first part of this course fundamental processes of elementary sewing are given. Emphasis is placed upon good technique, high standards of workmanship and logical presentation of theory. The technical work begins with the simple stitches, various types of seams, hems, and the application of facings and bands. Typical application is made of each process, on a model which is intended to serve as illustrative material in teaching and as an aid in the construction of simple garments. Following this, the principles of waist draft are studied, and a pattern is drafted for the corset cover. The different methods for finishing the tops of corset covers are worked out on models and their relative merits discussed. The corset cover is then made, after each process required in its

construction has been applied to a model. Further problems are drawers, night gown, underskirt and middy blouse, all of which involve the further application of the processes of construction, previously given, as well as new problems in the taking of measurements, drafting of patterns, and the use of commercial patterns. A series of lessons is given on the care and repair of clothing, including practical applications of the different methods of darning and patching. A study is made of the construction, care and repair of the sewing machine.

The subject matter, as in other domestic art courses, may be considered in the following aspects: design, construction, hygiene and economics of textile purchase, with particular emphasis given here to the selection of material and trimmings, comparison of home and shop made garments as to durability, workmanship, design, cost and ethics.

DRESSMAKING

The aims of the course are to give a practical working knowledge of the principles gained in plain sewing, to develop skill in technique and to emphasize and train for good taste in color and design of clothes.

The work begins with the study of a straight line drafting system, to serve as a basis for the more complete understanding and better use of commercial patterns. The drafts form a foundation for skirt and waist variations of several types. A tailored skirt and shirtwaist of cotton or linen material are the first problems made, the designs of which are selected from a fashion magazine and the drafts changed to carry them out. Lines and proportions are studied in their relation to different figures. For the rest of the problems commercial patterns are used and instruction is given in the alteration of size and the changing of lines to vary the design. The attempt is made in every problem to develop independence in the modification and designing of patterns or parts of a pattern, and originality in the methods of carrying out the changes. Following the shirt waist suit, dresses of wool and silk material are taken up. The materials used are provided by the student at a cost of about $30, depending upon material purchased. Discussions are held as to color and its suitability to the wearer, the wearing qualities of fabrics and their appropriateness to the design. The hygiene and economic aspects of clothes are also considered. Students are urged to defer the purchase of materials until class instruction has been given.

TEXTILES

The primary aim of the course is to give to seniors in the department such an insight into the subject as will enable them to select intelligently textile materials for house-

hold and personal uses. The secondary aims are the development of a social spirit with relation to the worker in shops and factories, the adaptation of the textile work to school classes, and to give a knowledge of suitable illustrative materials. Some work in organic chemistry is a prerequisite, or must be taken as a parallel course.

A short study is made of the early history of the textile arts and of the causes which led to the present conditions in the textile industry. Then follows an intensive study of the fabrics made from the four principal fabrics of commerce, with emphasis on those points which affect wearing qualities, prices and uses. The knowledge of the tests which determine the presence or absence of desirable qualities of fabrics is the aim of the experiments. Emphasis is placed on the development of the consumer's judgment through the senses of touch and sight; by comparisons; by the use of the microscope, and by physical and chemical tests.

ART NEEDLEWORK

The aims of the course in art needlework are:—To develop good judgment and high standards in work; to give essentials of good design as applied to art needlework; to apply this knowledge to useful articles — either house furnishing or clothing; to adapt this work to the needs of classes in public schools. Students are required to make their own designs, and then carry them out in short problems. This work will be given in connection with the course in Drawing and Design.

MILLINERY

Designing, making, trimming, and decorating of fall and spring hats with a view of developing originality, invention, and skill are the main purposes of this course. Stress is placed upon the artistic side of the work by study of the harmony of color and line. The practical side is also taught by emphasizing economy in the utilization of old material by renovating and tinting. Distinction and individuality in the product are secured by the making of flowers, ornaments, and other trimmings.

The practical work includes: The making of bandeaux, cabachons, sticks, and buckles; the designing of the shapes of the hat; handling wire; cutting, fitting, fastening, altering; and covering of wire and buckram frames. Millinery stitches, plaitings, folds, bows, and rosettes are taught.

DRAWING AND DESIGN

The aims of this course are to give the student an understanding of the underlying principles of good design and of color harmony, and an ability to appreciate both. The work is planned to meet the needs of present day industrial work, and especially emphasizes problems in relation to domestic art such as: adaptation of form to fill various spaces, changing proportions, adaptation of pattern to materials. Special attention is given to the relation between good design and color values in house furnishings, art needlework, millinery, and costume design.

MECHANICAL DRAWING

A course of lectures and the making of drawings are included as a part of the regular work in preparation for teaching home economics in public schools. A series of exercises is given to develop suitable technique and familiarity with drafting conventions, and these are followed by the making of plans and elevations of small cottages and a study of building details and conveniences.

INTERIOR DECORATION AND FURNISHING

The course is taken up under two heads: first, the principles underlying good proportion and color harmony; second, the application of these principles to house planning and furnishing. The course is designed to enable the student to plan an attractive, comfortable house that may be built at a moderate cost; to apply artistic and economic principles in determining appropriate and artistic furnishings and decoration and to select from the house furnishings now on the market, such as wall papers, rugs, furniture, etc., the most artistic and the best for the money expended.

The professional side of the work is considered throughout the course with the idea that the student may teach the subject in high school.

GENERAL CHEMISTRY

In this course it is proposed to teach the chemical viewpoint of matter, to give definite meaning to necessary technical terms, to teach accuracy and the methods of science. Wherever possible the science is connected with the practice of the household, chemical knowledge is applied to the household arts, and reasons for household processes are supplied. Principles are taught by laboratory experiment supplemented by recitation.

A high school chemistry course is found to be a considerable aid to students taking the course. Students who have had no high school chemistry are sectioned separately so that they may be given more drill and closer supervision in the laboratory.

FOOD CHEMISTRY

The purpose of this course is to study the structure of foods so that a more definite idea may be obtained of how they minister to the needs of the body. Important changes which take place in the preparation and preservation of foods are given attention. Foods are chiefly products of the growth of plants and animals and are made up of rather complex

compounds, therefore simpler substances, not foods primarily, form an introduction to the more complex products. Thus, such substances as petroleum products, alcohols, disinfectants, flavoring extracts, are introduced. The time is divided between recitation and laboratory experiments. Emphasis is given to the present movement to secure purer foods, and laboratory tests are included to detect adulterations.

General Chemistry and Elementary Cookery I are prerequisites.

CHEMISTRY OF NUTRITION

The aim is to study the agencies and processes through which the foodstuffs become available for the uses of the body, to follow their functions in the tissues and their fate in metabolism. It is to explain how ingested food is turned into heat, energy, and tissue. The course involves laboratory work and recitations, the laboratory experiments being supplemented and made clearer by class discussion, text book work and library reading. A study is made of the most important constituents of the cell, the digestive secretions, conditions under which they act, and their effect upon foodstuffs. Certain tissues, as the muscle tissue, are studied as to their constitution and changes due to their activity. The course is foundational for dietetics. Prerequisites are physiology, general chemistry and food chemistry.

MICROBIOLOGY

The subject matter of this course is especially selected to suit the needs of the modern work in domestic science. The influence of such micro-organisms as bacteria, yeasts and molds upon the home and certain industries associated with the home, is shown to have a close connection with the better understanding of cookery, household management, home nursing and similar problems. Special attention is paid to such subjects as food preservation, fermentation industries, the dairying processes, investigation of local milk and water supplies, immunity, transmission of disease, sanitation and sex hygiene. A knowledge of general and food chemistry is necessary to obtain the best results from the work.

HOME AND SOCIAL ECONOMICS I

THE FAMILY

The modern family is studied first by means of a survey of modern conditions, especially in the United States. A critical analysis is then made of such disintegrating factors as divorce, desertion, and the social evil. Modern movements making for the betterment of these conditions are considered, such as, legislation, resulting in just marriage laws, and widows' pensions; the establishment of special courts, such as juvenile courts and courts of domestic relations; special education for homemaking; and the establishment of spiritual and religious ideals.

HOME AND SOCIAL ECONOMICS II

WOMAN IN INDUSTRY

This course aims to interpret to modern self-supporting woman in her relation to society and to familiarize her with the entire occupational field. Beginning with a study of woman in home industry it traces her evolution through the handicraft period and the rise of the factory system up to the present time.

The study of modern woman in the trades opens with a statistical survey of the field, and a special study of a series of trades in which women are largely employed. General industrial conditions are then considered, such as homes, wages, sanitary conditions, and legal protection. Wrong conditions are pointed out and a special study is made of agencies for their betterment, such as the consumers' league, labor organizations, social and philanthropic work, the woman suffrage movement and vocational education. In connection with the organization of industry a short study is made of trusts and monopolies. A brief survey is also made of the more professional fields open to the trained woman together with biographical studies of typical women who have been successful in these fields. The course closes with several practical lessons on vocational guidance; how to get work, promotion, professional ideals and allied topics.

HOME AND SOCIAL ECONOMICS III

THE CHILD

It is the aim of this course to make an interpretive study of the child rather from the standpoint of the mother and of society than of the teacher. The course opens wih a study of the significance of infancy in the evolution of the human race and traces briefly the history of the child through civilization.

The present status and care of the child are studied through statistical data with a view to revealing wrongs to be corrected and ways of correcting them. Special emphasis is placed on the child-welfare movement, including legislative and philanthropic work, such as the establishment of juvenile courts and playgrounds, the prohibition of child labor, and allied topics. The modern mother is also studied as companion and educator as well as physical care-taker.

The course closes with a brief interpretation of the material and spiritual evolution of the individual child and suggestions as to child literature.

THE HOMEMAKERS SCHOOL

This school was organized in 1908 as a department of The Institute, for the purpose of affording young women who did not wish to prepare for teaching, an opportunity to prepare themselves to realize the responsibilities and opportunities incident to the making of a home and to perform effectively the duties growing out of such responsibilities and opportunities.

The scope of the work undertaken in this school was decided by a careful study to determine what a woman needed to know and do in the making of a home.

This study disclosed the fact that girls are taught many things in educational institutions that have little value for them in the ordering of their home lives, and that many things are not taught at all that are of the most vital importance to the woman in the home, and in her relations to society, using this word in its large sense.

The work in this school has been developed and organized with the above facts in mind. A special bulletin giving full details concerning the courses in the Homemakers' School, will be sent to any one interested, on application.

TRADES SCHOOL

PLUMBING AND BRICKLAYING TRADES

This school is organized to meet the demand for men in the trades who possess the necessary technical knowledge, and skill in applying that knowledge through modern methods in construction work. Young men are able to secure this theoretical and practical training under competent instructors in much less time than under the apprenticeship system.

With the instruction and practical training given in this school, its graduates are able to command good wages at once, and to become skilled workmen within a short time after completing their course of instruction in the school.

The work in each department is designed to meet the needs of the man who has already done some work in the trade as a workman, but who wants to strengthen and broaden his preparation through systematic instruction and training adapted to his special needs. It is also designed to meet the needs of the man who has no knowledge of the trade processes or of the principles underlying them and who wishes to take the necessary steps to become a skilled workman with capacity for leadership, in the shortest possible time.

FURTHER INFORMATION

Inquiries regarding the purpose and character of work offered at The Stout Institute, the regular courses of study or those of the summer session, the Bulletin, and other publications of the school; or inquiries regarding the qualifications of Stout graduates for the teaching of special subjects, should be addressed to

L. D. HARVEY,
President The Stout Institute,
Menomonie, Wisconsin.

CALENDAR FOR 1917-1918

Twelfth Annual Summer Session begins
July 30, 1917--Ends August 31, 1917

Fifteenth Regular Session
begins September 10, 1917--Ends May 31, 1918

First Semester ends January 25, 1918
Second Semester begins January 28, 1918

Holiday Vacation begins December 19, 1917
Holiday Vacation ends January 2, 1918